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RONALD E. McNAIR

2011



Summer Research Journal

Volume 16



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

TRiO
RONALD E. McNAIR
POST-BACCALAUREATE
ACHIEVEMENT PROGRAM



2011 Ronald E. McNair Summer Research Journal—Volume 16



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

About TRiO Programs

TRiO refers to six programs funded by the Title IV of the Higher Education Act of 1965. The original TRiO Programs are Upward Bound, Talent Search, and Student Support Services. The name TRiO was retained even though more programs were added. The additional programs are Educational Opportunity Centers, the Ronald E. McNair Post-Baccalaureate Achievement Program, and a training program for TRiO staff. In general, TRiO programs are focused on providing educational opportunities to first-generation college students who come from low-income families and students with disabilities.

About Ronald E. McNair

Ronald Erwin McNair was born on October 21, 1950, in Lake City, South Carolina. He attended North Carolina Agricultural and Technical State University, where he graduated magna cum laude in 1971 with a Bachelor of Science in physics. He continued his education at the Massachusetts Institute of Technology, earning his PhD in 1976 and went on to become a recognized expert in the field of laser technology with the Hughes Laboratory. In 1978, McNair realized his dream of becoming an astronaut; selected from a pool of ten thousand applicants for the

space shuttle program, McNair became the second African American to fly in space. After his death aboard the space shuttle Challenger in 1986, Congress approved funding for the Ronald E. McNair Post Baccalaureate Achievement Program, which is dedicated to the support and promotion of the high standards of achievement exemplified by McNair. Those who knew McNair characterized him as fearless, determined, and accustomed to applying all available resources to any problem he faced.

The Ronald E. McNair Post Baccalaureate Achievement Program at The College at Brockport, State University of New York

Designed for first-generation and low income students as well as students from groups underrepresented at the doctoral level, the Ronald E. McNair Post Baccalaureate Achievement Program at The College at Brockport encourages talented students to pursue a doctoral degree. The program promotes graduate studies by providing participants with seminars and workshops germane to the pursuit of graduate education, a mentored summer research experience, and opportunities to present this research at professional conferences.

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Introduction and Acknowledgements

Barbara J. Thompson

Project Director, Ronald E. McNair Post
Baccalaureate Achievement Program

Dear Readers

I am pleased to introduce you to the 16th volume of the Ronald E. McNair Summer Research Journal. This journal is a compilation of the work our scholars complete each summer as they learn to conduct research in their chosen field.

Under the guidance of dedicated faculty members, McNair scholars design and implement projects that teach them the fundamentals of creating and using knowledge and provide them with their first taste of the graduate and professional world they are preparing to enter. The Summer Research Program takes our students beyond the average undergraduate experience, setting them apart from their peers as it elevates their education to a level not usually available to students pursuing a bachelor's degree.

I am sincerely grateful to the 40 faculty members who invest so much of themselves in moving our students forward. The expertise and encouragement they provide is critical to the success of our McNair scholars, not only during their undergraduate years, but most importantly when they enter the competitive world of graduate school. The fact that 247 of our 646 McNair alumni have successfully earned master's

degrees, 20 JD's or MD's, 4 EdDs and 32 PhDs is a tribute to the quality of the work our mentors expect and elicit from their students. Those involved in nurturing our future professionals in this manner deserve to be highly recommended.

I look forward to seeing our scholars enter the ranks of academia and continue the process of personally investing in future generations, passing on what they have received through the dedication of our mentors, program staff, and campus community

Acknowledgements

The McNair staff would like to take this opportunity to thank President John R. Halstead, Provost Anne Huot, and Vice Provost Michael Fox who have assisted in strengthening our program this past year. While the Office of Academic Affairs administers the program, the support base represents a university-wide commitment to achieving our program goals. The US Department of Education, other TRIO Programs, the Research Foundation and the entire institution collectively lend their efforts to the program's success.



Sit Down and Shut-up: Have the writings of the Apostle Paul been used and influenced by African American Apostolic Church leaders to silence women?

Kia C. Brooks, Communication

Mentor: Helen J. Cheves, MA

This research concentrates on the scriptural messages from Paul the Apostle concerning women and the disunion through interpretation by Apostolic Church leaders. Throughout the ages the Apostle Paul's teachings has been cited as the authority for denying women the right as well as permitting women the authority to preach the gospel. This work also attempts to uncover the unspoken dominance of men in Christianity over their female counterparts, specifically in the apostolic church. Additionally, I am reviewing the Discipline books and Doctrines of the three largest African-American Apostolic Church Organizations in America and interviewing various women within these organizations.

I position myself as an African American Christian female, who grew up in one of the largest Apostolic Church Organizations in the United States. As a daughter of a bishop and granddaughter of a founding leader, I was born and raised under these teachings. Through the needs of our local church and the calling on my life I began to operate against the rules of my church's doctrine. This research is very important on a personal level and therefore I am motivated to deeper understand the Pauline Doctrine and its influence on the doctrines of my church. The Bible declares above all 'thy getting an understanding.'

Through sacred belief in scripture, "*All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness*" 2 Timothy 3:16.

Paul's influence on Christian thinking arguably has been more significant than any other Testament author.

The Apostle Paul was inspired by God to write 2/3 of New Testament scripture. He is the most influential and most controversial author in scripture. Certainly Paul was aware of the fact that women possessed the prophetic spirit and filled prophetic offices in the Old Testament time and time again.

I Timothy 2:12

*But I suffer not a woman to teach, but to be in silence.
nor usurp authority over the man.*

I Corinthians 11:5

*But every woman that prays with her head uncovered
dishonors her head...*

Extensive research in several translations, reviews of professional articles, and personal interviews have resulted in much controversy of this issue. Also, future research will be in the collecting of data from female members of the three largest African American Church Organizations in the United States. The goal of this research is to grasp personal understanding of the Pauline Doctrine, to address the interpretation by the Apostolic church leaders and to discontinue the silence as well as amend the regulations on women to fully operate in ministry.

Conclusion

We cannot forget it was this same Apostle himself who canceled prejudice and privilege for all times in the Christian democracy by the memorable words, "*There is neither Jew nor Greek, neither bond nor free, there is neither male nor female for ye are all one in Christ Jesus.*" "Christ Jesus."



Inca Sí, Indio También: Indigenous Peoples' Rights and Conflict in Latin America

Odilia R. Coffta, English, Political Science

Mentor: John Ishiyama, PhD
University of North Texas

This project investigates the relationship between the granting of indigenous rights and indigenous conflict in Latin America. I hypothesize that the granting of constitutional rights for the indigenous population increases the likelihood of indigenous groups engaging in protest or violence. I argue that this occurs because while some indigenous rights (cultural and educational) do not represent a major issue to states, other rights (such as territory, autonomy, and legislative rights) do represent a challenge to states' interests (legislative and economical). These relationships are tested using data from 354 indigenous

groups across 15 Latin American countries from 1991 to 2005. I employ an ordinal time series logistic regression model that evaluates the effect of granting indigenous rights, controlling for indigenous group concentration, political discrimination experienced by indigenous peoples, and neoliberal economic policies. The findings suggest that the granting of indigenous rights is not correlated to indigenous conflict. However, the presence of political discrimination, the concentration of indigenous groups in a geographical area, and the existence of neoliberal policies increase the likelihood of indigenous conflict.



Contemporary American Beauty Ideal: Healthy or Harmful?

Tina Ditzel, Women and Gender Studies

Mentor: Barbara S. Mitrano, EdD

The beauty ideal of contemporary American society has become increasingly unrealistic and unattainable for most women. Images of women's bodies are seen through various media outlets, such as advertisements, magazines, television shows and movies, which are incredibly influential in portraying what is normal, valued, and expected of women and young girls in our culture. Media images over-represent the thin body ideal and portray narrow and impractical definitions of beauty. Therefore, women and young girls undergo a continuous, unsatisfying quest for beauty, spending much time, money, and energy, oftentimes leading to body dissatisfaction and insecurity.

This research focuses on the representation of women within the media, particularly the current beauty standards women and young girls are increasingly pressured to conform to. Furthermore, this study looks at the physical, psychological, and financial costs to women and young girls in their pursuit to attain this unrealistic ideal. This area of research is important to examine because body dissatisfaction among women and young girls has reached an alarming level. According to the Media Awareness Network (2010), "Overall research indicates that 90% of women are dissatisfied with their appearance in some way". The goal of this research is to spread awareness to media's deceitfulness, raise consciousness to the messages and images we see, and encourage women and girls to take pride in themselves and their bodies.

After examining media images of women, it was found that beauty in American culture is a social

construction defined by very constricting terms. The beauty ideal most commonly depicted throughout various media outlets is a hyper-sexualized woman with white skin, long hair, and a thin body. Due to such variation in size, shape, and color of women's actual bodies, and the lack of representation of such diversity within the media, a limited example of woman is created. Oftentimes media images are internalized by individuals and are viewed as illustrations of normality and representations of reality. However, this false representation of woman often creates feelings of discontent and inadequacy among those who do not fit the ideal.

As a result of this unrealistic and unattainable beauty ideal, a significant number of women and young girls are experiencing body dissatisfaction which can lead to many emotional, physical, and psychological health concerns. According to the National Institute of Mental Health (2010), "1 in 5 women struggle with an eating disorder or disordered eating". Because beauty standards are largely impossible for most women to achieve, many go to extreme measures as an attempt to fit the ideal.

It is important for women and girls to be conscious of media's deceitfulness as a means to resist feelings of dissatisfaction and inadequacy within themselves. This research exposes the contemporary American beauty ideal as a harmful component to the physical and mental health of women and young girls. Furthermore, it encourages women to become content with themselves and take pride in their bodies.



Aging Baby Boomers: Resident Service Coordination for Low Income Independent Living

Sharon Hall, Social Work
Mentor: Jason Dauenhauer, PhD

The 2010 U.S. Census revealed 12.9% of the total population is 65 or older, and in 2030 the projected population 65 and over is expected to reach 72.1 million. Adding to the number of increasing older adults, over 8.7 million adults between the ages of 18 and 64 received benefits for a mental or physical disability in 2010 (Social Security Administration, 2010). This escalating population of older adults will expand the number of persons with disabilities needing services, supports, and independent housing in the community.

Independent and affordable housing becomes even more challenging with significantly lower median incomes among these populations. Income levels for older adults age 65 and older reveal one in ten live below the U.S. federal poverty level and older adults with limited incomes tend to have greater health disparities that are chronic and disabling than older adults that are not poor (O'Brien, Wu, & Baer, 2010). Many low income older and disabled adults live in independent apartment units with the assistance of a service coordinator. The Resident Service Coordinator (RSC) provides assistance in identifying and linking residents to an expansive range of community and social services, coordinates in-house social activities and programs, and is a liaison between management and residents.

Methodology

This study evaluates the on-site resident service coordination services within a low income independent housing residence for older adults over age 50 and physically and mentally disabled adults of all ages in a western New York urban neighborhood.

Additionally, onsite resident social activities/programs and interest in a local neighborhood farmer's market were evaluated. The convenience sample of 40 residents consisted of 16 males and 24 females with a mean and median age of 55 years. Face to face interviews were conducted with residents utilizing twelve survey questions consisting of yes/no, open-ended, and Likert scale in design. Interviewees' names and identifying information were not recorded on the survey responses.

Results/Discussion

Results indicate 53% were unaware of the service coordination program's existence and many residents understood the program to be linked to maintenance and security issues. For residents that received services, strengths of the RSC include supportive, fair and an asset to having in-house. Overall, most residents were satisfied or very satisfied. Areas in need of attention include improvement of communication between management and residents and increasing awareness of services and programs.

Residents suggested focusing on increased socialization, health and fitness, and learning. Many expressed an interest in volunteering and wanted a stronger voice in overall programs. As increasing numbers of independent affordable living residences will be needed, the RSC position will be a vital component in maintaining the quality and independent living of our emerging aging and disabled population. Program evaluation from the perspective of service recipients can help to improve service delivery, decrease isolation, and empower residents.



Social Cheerleading: Enough Cheering for Students to Obtain College Level Degrees?

Sabrina Kerfoot, Psychology

Mentor: Thomas Hernandez, PhD

The purpose of this study is to determine if the presence of social support is the deciding factor whether young adults think a college level degree is attainable. The presence of social support can motivate people; however, the lack of social support can derail a student's perception of their ability to obtain a college degree. I want to determine if high school seniors who do not apply to a higher education institution do so out of personal choice or lack of social support which gave them a false perception of their ability to obtain a college degree.

There is research on the positive effects of social support but not much on the effects of no social support. Once we become aware of the negative effects of no social support, we can assess ways in which we can work to install social support techniques in the education system.

Method:

This study was conducted through the use of 12 research articles. The populations varied but for the most part the populations were focused on high school seniors attending school in cities. There were a variety of measurements varying from self esteem measurements to applicant rates within the college system.

Results:

- Negative effects of the lack of social support throughout one's life have more profound effects later in life for that person.
- School counselors serve as an important

source of social support throughout the college application process.

- Students who had contact with a school counselor by tenth grade and discussed college options had a 48% higher chance of following through with the college application process.
- Studies show that the lack of social support can distort one's self esteem throughout their life.
- 37% of students who do not apply to a higher education institute claimed that they didn't do so because of fear and/or they did not believe that college was for them.
- The lack of social support is associated with lower wellbeing.
- Students living in low income areas are proven to have less social support throughout their lives.

Discussion:

The results show that providing social support throughout high school is much more important than previously thought. Sometimes students do not believe they are good or smart enough to complete a college level degree as a result of low self esteem, which can result from not enough social support.

Conclusion:

Although there is no direct evidence to support the hypothesis, there is research to support that the lack of social support can possibly prevent a student from applying to a college institution.



Why Do African American Women Have Such High Rates of Obesity Compared to Caucasian Women?

Dianne Moultrie, Health Science

Mentor: Addrain Conyers, PhD

The obesity rates of African American women are high compared to those of Caucasian women. The literature reveals that some researchers are suggesting that there is a historical rationale connected to this topic. The research has also concluded that socioeconomic conditions, self-perceptions, cultural aspects, and media have contributed to the obesity rates of African American women. This research is important because there are many African American women who are having health issues because of obesity such as: diabetes, arthritis, hypertension, sleep apnea, fibrocystic disease, cardiovascular disease, high cholesterol, strokes, and in some cases death. The obesity rates are higher for African American women, and consequently these health issues are a greater threat to their community. An in-depth literature review has been conducted to help address these issues.

Studies have found that African American women are more self accepting in terms of weight, body shape, and appearance (Baturka, Hornsby, Schorling, 2000). Another study found that black females perceive heavier body size as more attractive and receive less social pressure. These perceptions contribute to the

belief that there is less motivation to lose weight; this does not say that black women are not conscious about their weight and are not dissatisfied with being overweight (Thomas, Moseley, Stallings, English, Wagner 2008). One shortcoming of the research is that there has not been much research involving the age group 40 years and older. In fact, the majority of the research has been on younger women. This is a concern because many of the health issues that occur in African Americans in this age group. Another concern appears to be the lack of education the women have on this topic. Educating them can help them move towards healthier lifestyles.

My future research consists of conducting surveys in the fall of 2011 among a population of African American and Caucasian women. One of the top diabetes doctors in Monroe County has expressed interest in this research and is willing to assist in the project by helping locate participants to complete our surveys. This research will continue through the fall of 2011 and will hopefully contribute to a positive change in the health of African American women.



Should Family Members be Present during a Code?

Imani Okafor, Nursing

Mentor: Margie Lovett-Scott, PhD

A code is called when someone is in cardiopulmonary arrest. Family presence during a code can offer psychosocial emotional support for both the patient and the family. However, family presence during a code can also have a negative impact due to the inefficiency of the family's coping mechanisms. This literature review addresses whether family members should be present during a code and analyzes it using the four primary ethical principles: autonomy, beneficence, justice, and veracity.

Leske & Brasel (2010) indicate that family presence during a code has had no adverse psychological effects on family members and that the operation of the critical care providers was not disrupted. Oman & Duran discovered that 59% of its study's participants were able to emotionally tolerate the resuscitation efforts, and that team communication was not considered negatively affected 88% of the time. In fact, when family and health care providers walk away knowing that a death was a "good" death, they leave the event feeling positive about the experience. Ultimately the family will thank the caregivers and leave with a sense of peace (Leske & Brasel, 2010).

Hickman, Daly and Douglass (2010) state that the family will need to be provided with nursing care intervention to increase their own coping skills to improve their efforts of support to the patient. Family members of an Intensive Care Unit patient (ICU) have symptoms associated with anxiety and post traumatic stress disorder, which contribute to their impaired psychological well-being. This supports the fact that family members are oftentimes not stable enough to be present during a code.

The literature suggests that hospitals should have a protocol to structure family presence during a code. There should be guidelines on the unit which dictate practice and implication measures of family involvement. Oman & Duran explain that guidelines are important tools which provide structure and process to clinical practices which is valuable when associated with infrequent or emotionally charged events (2010). An opposition to this solution is that implementing hospital policies to support family presence during a code has not proven to be an effective measure because few hospitals have actually developed this professional directive even though it has long been recommended by professional associations and national consensus (Oman & Duran, 2010).

Furthermore, much of the literature recommends that a facilitator should remain with the patient's family to ensure that they have someone to monitor their reactions, translate medical jargon, and explain medical procedures (Oman & Duran, 2010). A facilitator would be responsible for supplying the family with emotional support and assistance with coping. Having a facilitator present during a code ensures constant family support and allows a designated person to be on hand to answer questions that may arise. Thus an additional staff member must be present during each code.

I have found the literature to be inconclusive in that alternatives are suggested but there is no consensus on this practice. There are good reasons to include the family but the protocol during a code will remain dependent on the individual hospital or care unit.



The Impact of Aggression and Friendship on Women of Color

LaQuanda Onyemeh, Sociology

Mentor: Carolyn. E. Storms, PhD

The intent of this research is to explore the prevalence of relational aggression among adolescent females of color. In comparison to the typical overt aggression typically engaged in by boys, studies have illustrated that females, in general, typically engage in nonphysical, relational aggression. Due to the dyadic nature of female friendships and the higher reported levels of intimacy in adolescent female friendships in comparison to adolescent boys, it will be explored if the damage done among the relationships of girls is greater than the damage done by overt aggression to the relationships of males of the same age. Specific focus will be paid to adolescent girls of color who historically are not held to the standards of emphasized femininity and physical passivity associated with hegemonic masculinity. This research will utilize qualitative methodologies, guided by an exhaustive review of current sociological literature examining all manners of female aggression, to investigate the manner in which women between the ages of 13-25 understand and experience relational and overt aggression and the effects, if any, these forms of aggression have on adolescent friendships. Female respondents from

various ethnicities and regionalities will serve as respondents in extensive interviews consisting of open-ended questions addressing the prevalence of both physical and emotional aggression and the manner in which these forms of aggression, if present, affect long-term relationships between other women. This research is significant because it will directly address the paucity of information regarding aggression and its effects on friendship among young women of color. The results of this research will provide a more precise and specific reflection of young adolescent women of color and their experiences with relational aggression in the dyadic friendships, typical of adolescent female friendships. This research will influence many lives because it will provide useful information to help identify and develop strategies to lessen the impact of relational aggression among women of color in schools. Finally, this research will aid in the implementation of preventative programs providing women of color alternative, productive and healthy ways to display their aggression that do not contribute to the long lasting harmful psychological effects characteristic of relational aggression on other women of color.



Are Social Rights Affected by Poverty? A Comparison of US and Irish Constitutional Law

Tanya Raycroft, English

Mentor: Stephen Fellner, PhD

The fundamental structure of social rights can be understood through the prism of human dignity. We are allotted by law to live our lives in a dignified manner. This entails providing for our families and being included into the governance of our countries. Poverty in its lowest forms excludes individuals from participation in society and denies them the luxury of living in dignity.

Social rights are an instrumental part of human rights. Rights are valued against governance law. The practiced law of a nation supports human rights or excludes them. The best way to analyze human rights is to evaluate the governing law in different nations. This project explores if people in poverty can actually have a dignified 'placement' in societies; it led to a legal comparison between US Constitution and The Constitution of Ireland.

Ireland has a long history of poverty; their provisional laws supporting social rights are in contrast to the US Constitution where economic rights take precedence. The preambles of the US Constitution and the Irish Constitution canvas their platforms on the stance of social rights, but they also forecast their differences on economic rights. The preamble of the US Constitution promotes economic welfare: "the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity..." (US Constitution). This statement declares a desire to protect the wealth of the US citizens and their well-being to maintain financial status. The problem arises when US citizens do not have wealth or possessions and fall into poverty indexes; their well-being is not secured and relies on the distribution of the public administration organizations. US law denotes

state constitutions and underlying town and village ordinances, so the US Constitution can be undermined by local county law. The structure of social institutions is dependent on the concurrent situations of geographical regions and extremely variant on residence. This particular system is complicated and engorged with legislation and results in many negative impacts on social rights with various influences not only related to poverty but politics as well.

The Irish Constitution states, "And seeking to promote the common good, with due observance of Prudence, Justice and Charity, so that dignity and freedom of the individual may be assured, true social order attained, the unity of our country restored..." (The Irish Constitution). Specifically written in the social structure of Ireland is a dominant concern which is adapted into law. Ireland holds order to their constitution and does not vary by county. The law does not undergo layers of legislation, so their constitution remains law of the land.

Comparing both constitutions for an answer to the impact of poverty on social rights has been fruitful and interesting. Results show numerous influences that shape and mold social rights in both countries; there was not an isolated influence for poverty affecting social rights. The main causations connected to the dominant body of governance of the countries I researched and the social movements that brought changes to these documents of law.

Future research should include a comparison of universal constitutions with an emphasis on social structures provided by law and shifts in governmental administration on changing populations.



The Impact of Stigma and Bullying on Visually Impaired Athletes

Kala Rounds, Psychology

Mentor: Jennifer Ratcliff, PhD

The aim of this study is to better understand how stigma and bullying impact visually impaired athletes relative to visually impaired non-athletes. Specifically, the current work will assess the extent that participation in a sport buffers visually impaired individuals from the negative consequences of bullying and ostracism in terms of self worth, self-stigma, perceived stigma, and feelings of empowerment.

Individuals often experience ostracism (i.e., exclusion from a group) or bullying because they do not fit the norms of a group (Dixon, 2007). Such experiences with ostracism often have negative consequences for the stigmatized individual (Smith & Williams, 2004). Although a great deal of research has looked at the impact of ostracism on stigmatized individuals, little research has been conducted on visually impaired individuals. Research has shown that individuals with disabilities who adopt the idea of empowerment and participate in a sport will gain skills that will improve their life (Pensgaard & Sorensen, 2001). Thus, the current study examined the prediction that experiences with bullying and/or ostracism would affect visually impaired athletes who are highly identified with their sport to a lesser extent than it would affect visually impaired non-athletes.

The visually-impaired athletes' data was collected at the 2011 National Goalball Championships in Brockport, New York. The non-athletes data is currently being collected through the Association for the Blind and Visually Impaired (ABVI) in Rochester, New York. In total, there will be sixty participants, 30 visually impaired athletes and 30 visually impaired

non-athletes. Data was collected via phone and in-person interviews. Interviewers asked questions from questionnaires that assessed empowerment, self-worth, perceived stigma, self stigma, and ostracism. Each questionnaire packet also included a demographics questionnaire.

Results to date reflect the responses of the visually impaired athletes, and are correlational in nature. Findings revealed that the extent that individuals were bullied was related to increases in perceived stigma. Perceived stigma was in turn related to decreased feelings of empowerment and increases in self-stigma. The extent to which individuals based their self-esteem on approval from others was related to decreased self-empowerment and increased perceived and self-stigma. Finally, the extent to which individuals based their self esteem on achievement in competition was related to increased perceived stigma, but was not related to decreases in empowerment or increases in self-stigma. Additional results will be available in the Fall of 2011 for the control group, and then comparisons between the two groups will be examined.

The results to date suggest that bullying and ostracism have an impact on the emotional and psychological well-being of visually impaired individuals—even those who are empowered enough to participate in an international sport. Results from the control group will provide greater insight into how participation in sport may benefit visually impaired individuals relative to non-athletes, as well as, shed light on how both types of stigma (perceived and self-stigma) affect visually impaired individuals.



Gendered Spaces: Narrative Tools for Understanding Moral Upheaval in Judges.

Mary E. Thomas, English

Mentor: Austin Busch, PhD & Barbara LeSavoy, PhD

If you are looking for a thriller, the book of Judges in the Old Testament is an excellent place to start. Amongst the other narratives in the Bible used to guide human moral behavior, the book of Judges' brutality—rape, dismemberment, skull-smashing—begs to be analyzed. One of the way this text can be understood is through the use of dichotomy—the contrast, in this case, between out and in, public and private, safety and danger, and most importantly, male and female. While dichotomies are commonly used in literature as symbols to cue the reader, the narrators of Judges confuse and oscillate the lines between these common binaries in order to convey the sense of moral upheaval wrought from the changing political landscape of Ancient Israel. This allows these atrocities to be read as what not to do rather than a guidebook for moral action.

Multiple methods were used for this research. First, the primary texts were closely analyzed in order to find patterns and binaries. Only two narratives were used: the story of Deborah and Jael from Judges 4-5 and the tale of the unnamed Levite and his concubine from Judges 19-21. Although many of the accounts found in Judges also use dichotomy to display moral upheaval, these two were selected because of their direct relevance to gender issues. Next, a literature

review was conducted to incorporate the various interpretations made by feminist, literary, and biblical scholars. Lastly, a historical study was undertaken in order to better ground the research in the laws and society of the times.

The research shows that dichotomies are used as tools to express anxiety about the changing world. Even though the binaries are used in different fashions, both narrators use the confusion to display immorality on behalf of the characters. In the Deborah narrative, the repeated act of gender crossing expresses the chaos erupting from the merging of tribes, and in the concubine's narrative, the binaries become confused as the narrative—along with the events themselves—crumble out of control and lead to civil war, rape, and pandemonium on a grand scale. Most surprising was the discovery that instead of the commonly-made presumption that these tales are simply reflections of a misogynist society, these are potentially proto-feminist stories which display the danger of a world where too much unchecked power is left in the wrong hands. The finite message of these stories is this: a civilized society needs a centralized government, or the types of heinous acts described in the book of Judges will never end.



Juveniles' Successful Reentry into Society

Pedro Vazquez, Criminal Justice

Mentor: Addrain Conyers, PhD

Research has shown that the majority of incarcerated youth will return to the juvenile or adult criminal justice system in the months and years following their release (Spencer, & Jones-Walker, 2004). This motivated me to ask why juveniles have a difficult journey in reentering society after incarceration. This study is based on two parts: (1) the challenges and struggles juveniles face when reentering society after being incarcerated; and (2) what can be organized in aiding a successful reentry for juveniles.

First, I wanted to research what kind of crimes the juveniles are commonly involved in. According to the Office of Juvenile Justice and Delinquency website, juveniles are involved in 16.2% of all violent crimes in the U.S. and 26% of all property crimes in the U.S. Being that I reside in Monroe County, NY, I also investigated the percentage of crime within Monroe County. Here, juveniles are involved in 21.3% of all violent crimes and 21% of all property crimes.

As an individual who grew up in high poverty neighborhoods, my own experience and my literature review on this topic showed that most juveniles have a difficult time reentering because the neighborhoods and intimate groups they associate with affect their outcome of a successful reentry. Experts in this field have supported that community support is an essential component of successful reentry strategies, especially services to assist youth in every aspect of their social reintegration related to geographical

neighborhoods, family and living situations, adult support and relationships (Spencer & Jones-Walker, 2004). This is important because their opportunities for education and employment are cut short due to the lack of support and disadvantages that they are confronted with. These youth are living in areas where crime is more accessible.

Other important key factors in the success of their transition into the community are their families and relationships they have outside their homes. Many of these youths are born into broken homes where the parents are on drugs or have violent attitudes and/or where the family members are associated with gangs. Their peer groups commonly do not help the situation because some may be drug distributors or users, have defiant attitudes, and are involved with crime themselves.

The literature has documented the challenges and struggles juveniles face when reentering society. The next step of this project is to conduct both a quantitative and qualitative research project. It will focus on the Monroe County area and include a questionnaire to distribute to both the police and probation departments. This will help to understand what kinds of relationships the youth have with their parents and to what extent living in poverty affects them in being successful in reentering back into society after being incarcerated. Also, I hope to interview both juveniles and their parents for their input as well.



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